
LEISURE IS PLEASURE

HOW TO SPEND YOUR FREE TIME?

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| Type of module | Project work |
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| Target group | 14–17-year-old learners |
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| Level | A2 |
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

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| TYPE OF MODULE | Project work |
| DESCRIPTION OF MODULE | In this module Ls look at different ways of spending their free time, that is, playing computer games, doing some sport, playing an instrument and going to the theatre. Ls prepare for a mini-conference on leisure time, that is to say, they prepare an argumentative presentation (and an accompanying handout) in which they try to persuade their audience to take up a particular free-time activity. After some general introduction about the topic of recreation, attention is focused on the handout and the language of presenting arguments and refuting counter-arguments, as this is what Ls are expected to do at the conference. |
| AIMS AND OBJECTIVES OF MODULE | <ul style="list-style-type: none"> ■ To teach Ls how to put together a handout for a presentation ■ To practice presenting arguments ■ To practice refuting counter-arguments ■ To enhance group dynamics through co-operation ■ To raise Ls' awareness about different attitudes to the same problem |
| TIMEFRAME | 5 lessons |
| TARGET GROUP | 14–17-year-old learners |
| LANGUAGE LEVEL | B1 |
| SUGGESTED LANGUAGE COMPETENCE | Learners can: <ul style="list-style-type: none"> ■ talk about their hobbies, likes and dislikes ■ write an informal letter ■ take part in role-plays ■ take notes ■ express their opinion |
| LINKS OF THE MODULE | |
| Cross-curricular links | Physical Education, Art, Music, Information Technology |

FOCI OF SKILLS DEVELOPMENT

Communicative language skills

- Talking about and evaluating different leisure time activities
- Writing a letter to persuade a friend to do something
- Defending one's opinion in various situations
- Critically evaluating a handout
- Summarizing orally the main points of a short written text
- Listening to informal argumentative presentations in English
- Understanding and following instructions
- Interaction with others and speaking continuously

General, educational skills

- Formulating an opinion, presenting it and defending it
- Evaluating self- and peer-performance
- Planning and managing a group task
- Organising a mini-conference on a certain topic
- Giving a presentation based on a handout

EVALUATION

Continuous assessment plays a dominant role in the module since by the time Ls are actually assessed on something, they have produced/performed it several times and have also received feedback about their strengths and weaknesses. For instance, having corrected a bad handout, Ls have to prepare a handout on their own using a sample, which is evaluated by other Ls before the class moves on to putting together the final handout for their presentation. In addition to this, assessment takes place based on a checklist set up by the group, with the T and Ls using the same criteria (and actually the same evaluation sheet), and is coupled with self-assessment, also based on these standards.

BACK UP SYSTEMS

<http://dir.yahoo.com/Recreation/>

<http://www.med.uiuc.edu/ml/ihd/handouts.htm>

MAP OF THE MODULE

| LESSON | FOCI OF SKILLS DEVELOPMENT | MAIN ACTIVITIES | LANGUAGE INPUT | MATERIALS AND RESOURCES |
|--------|--|--|--|---|
| 1 | Speaking about your plans for tonight Asking about arrangements Sharing leisure time experiences | Discussing your actual and ideal evening programme Role-play: finding someone with whom you can spend the evening Vocabulary development game with picture cards (sport, music, theatre, computer) | Leisure time activities Vocabulary for sports, music, theatre, computers | 1.2 Role cards – What are you doing tonight? 1.3 Pictures – What do you call it? 1.3 Cards – Things to draw... 1.3 Vocab slips Blu-Tack 1.3 Wordlist |
| 2 | Finding arguments in a written text Expressing your opinion Paraphrasing what you have read | Identifying arguments in a letter Collecting expressions for presenting and refuting arguments Correcting a bad handout | Arguing, giving reasons Refuting counter-arguments Language of handouts | 2.2 Worksheet – Giving reasons 2.3 Role cards – What to do at the weekend? 2.4 Worksheet – A bad handout 2.5 Sample – A good handout |
| 3 | Evaluating a handout Listening to informal spoken English Matching hobbies and people | Finding the strengths and weaknesses of a handout Listening to argumentative presentations Further practicing arguing in speech | Language of handouts Listening to informal arguments Giving your reasons | 3.2 Checklist – A good handout (for the teacher) 3.2 Poster – A good handout Blu-Tack 3.3 Worksheet – Our Film Club 3.3 Tapescript – Our Film Club (for the teacher) Tape Recorder |

| LESSON | FOCI OF SKILLS DEVELOPMENT | MAIN ACTIVITIES | LANGUAGE INPUT | MATERIALS AND RESOURCES |
|--------|---|--|--|--|
| 4 | Setting criteria for a good handout Following instructions Putting together a handout | Revising the DOs and DON'Ts of preparing a handout Revising imperative structures Preparing the final version of the handout | Imperative Language of handouts Presenting arguments in writing | 4.1 Slips – Checklist 4.2 Worksheet – Can you do that? 2.5 Sample – A good handout |
| 5 | Speaking continuously using notes Finding answers to questions on handouts Assessing each other and the project | Giving presentations based on the handouts Self- and peer-evaluation | Giving a presentation based on notes Language of self- and peer- evaluation | 5.1 Name tags 17 Safety pins 5.2 Evaluation sheet |

PROCEDURE

LESSON 1: IT'S FREE TIME!

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| AIMS OF THE LESSON | <ul style="list-style-type: none">■ Introducing the topic of the module■ Speaking about free time activities■ Learning new words connected to some hobbies |
| MATERIALS AND RESOURCES | 1.2 Role cards – What are you doing tonight?, 1.3 Pictures – What do you call it?, 1.3 Cards – Things to draw..., 1.3 Vocab slips, Blu-Tack, 1.3 Wordlist |
| STAGE 1 | What are you doing tonight? – Warmer |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Exchanging personal information about plans and arrangements Requesting information from others |
| ORGANISATION | Pair work |
| AIDS AND MATERIALS | None |

TEACHER'S ACTIVITIES

1. Start the lesson by saying you know you'll have a very good time in the next 45 minutes, but you were wondering how your Ls are going to spend the evening. Tell them what your plans are, then ask them to discuss in pairs a) what they are going to do tonight and b) what they would do if they were free to choose. Tell them to remember what their partner says.
2. After 5 minutes or so, stop the activity and ask some Ls to report back to the class.

LEARNERS' ACTIVITIES

1. Ls discuss their actual and ideal programme for tonight, perhaps taking notes on what their partner says.
2. Ls listen to each other's account of the conversation.

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| STAGE 2 | I need a partner... – Role play |
| TIME | 15 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Asking about arrangements Likes and dislikes Finding sth in common with others |
| ORGANISATION | Mingle |
| AIDS AND MATERIALS | 1.2 Role cards – What are you doing tonight? |

TEACHER'S ACTIVITIES

1. Tell Ls that you have come up with some excellent ideas about an activity for tonight, but they're all things that are only fun if done in pairs, so now they will have to find someone who is willing to spend the evening together with them. Tell them you had to invent very complex tastes for them because they're friends so they'd do anything to be together; therefore you have prepared some role cards for them.
2. When Ls are finished, tell them to sit down together and think of 3-4 reasons why their activity is the best way to spend the evening.
3. Ask Ls to present their arguments and note down the phrases (if any) they use to introduce their arguments. (Also, when repeating an argument, focus on the functional language as this plays a crucial role in the module.)

LEARNERS' ACTIVITIES

1. Ls get one of the 1.2 Role cards and then walk around the class, suggesting some activity for the evening and reacting to the others' suggestions. (The role cards are designed in a way that there's one which is almost a match, and one that really matches.)
2. Ls collect arguments why their way of spending the evening is the best possible way.
3. Ls try to convince each other about the best way to spend the evening, presenting their arguments in turn.

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| STAGE 3 | Pictures, words... – Vocabulary |
| TIME | 15 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Revising vocabulary connected to leisure time Learning new words about some hobbies |
| ORGANISATION | Pair work |
| AIDS AND MATERIALS | 1.3 Pictures – What do you call it?, 1.3 Cards – Things to draw..., 1.3 Vocab slips, Blu-Tack, 1.3 Wordlist |

TEACHER'S ACTIVITIES

1. Give each pair of Ls two of the 1.3 Cards and ask them to draw the relevant objects on the back of the card. (It is a good idea to give words connected to the same topic, i.e. either music, or computers, or sports, or theatre). While they are doing this, stick the 1.3 Pictures on the wall.
2. Now give each pair three of the 1.3 Vocab slips, preferably from the same topic (and a different one from their drawings, e.g. if they had to draw things connected to music, give them words connected to sports; otherwise the activity will prove too easy).
3. When all the slips are on the wall, ask Ls to walk around and check whether they know all the words, asking for help from fellow Ls if in trouble. Then tell the pairs of Ls to find the other pair who had vocab slips from the same topic and sit down as a group, sharing their experiences about that particular hobby in five minutes. Give a few examples such as „Do you enjoy ...?“ „Why is ... a good hobby?“ „Are there any types of people for who ... is not the right hobby?“ (This subjective approach paves the way for the objective arguing they will have to do later on.)
4. If some groups seem to have run out of things to say, stop the activity for some feedback; otherwise let them talk till the 15 minutes for this activity are up. Give out the 1.3 Wordlist which has all the words and their Hungarian equivalent that came up in this activity.

LEARNERS' ACTIVITIES

1. Pairs of Ls draw some objects connected to leisure time. When they are finished, they should put them on the wall like you did with the 1.3 Pictures.
2. Ls, in pairs, stand up and try to find the pictures that match their slips, then stick the vocab slip under the picture.
3. Ls have a look at the pictures and the cards under them, making sure they know what they mean. Then they sit down in groups of four and discuss their positive and negative experiences connected to that kind of leisure activity.
4. Ls take home and study the 1.3 Wordlist with the list of words that they encountered in this lesson so that they will be able to use the words later on the module.

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| STAGE 4 | It's free time! – Introducing the project |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Listening to a sequence of instructions |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | None |

TEACHER'S ACTIVITIES

1. Ask Ls what they think the topic of this module is going to be and elicit “free time”, “leisure time”. Tell them that during the fifth lesson there’s going to be a conference on leisure time organised by the class and that Ls will have to campaign for different ways of spending their free time. They will have to give a presentation, but more importantly, you will teach them how to prepare a handout, a skill that is going to be vital in both their university career and in their professional life, whatever they decide to do. Emphasize that you will work out together what a good handout is like so encourage them to think about this, perhaps ask their parents if they have had some experience with handouts.
2. Tell Ls they will do the presentation in groups of four so that not everybody will have to speak, but these people should then undertake more tasks on the preparation of the handout. The four topics will be the ones introduced in this class: music, sports, computers and theatre, but point out that you’re going to re-group Ls all the time so that they do some work on all these fields and do not concentrate on a single one only.
3. Assessment of the presentation and the handout, as usual, is going to be based on criteria set by you and the group together: you are going to fill in the same type of evaluation sheet as they. The content of the presentation should include some general reasons for choosing the given leisure activity, some special forms or types Ls advocate, as well as some practical advice to the newcomer.
4. Set the homework: tell Ls to write a letter to an imaginary friend who has complained of having too much free time, persuading him/her to take up a hobby connected to music/sports/etc., the topic they were discussing in groups of 4.

LEARNERS' ACTIVITIES

1. Depending on your L's interest³, it's a good idea to elaborate on how handouts can be used in higher education, business life etc., giving actual examples like “doing a presentation for your seminar mark” or “giving a presentation in order to impress your boss and get promoted”.
2. Ls listen and ask questions about the aims of the project and how their work is going to be evaluated.
3. Ls will probably include some arguments in their letter but not in a very explicit way – this is all in accordance with the concept of the “spiral staircase” the “learning by doing” approach.
4. Ls will probably include some arguments in their letter but not in a very explicit way – this is all in accordance with the concept of the “spiral staircase” the “learning by doing” approach.

LESSON 2: THE POINT IS THAT...

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| AIMS OF THE LESSON | <ul style="list-style-type: none"> ■ Identifying arguments in a written text ■ Presenting arguments and refuting counter-arguments ■ Starting to set criteria for a good handout |
| MATERIALS AND RESOURCES | 2.2 Worksheet – Giving reasons, 2.3 Role cards – What to do at the weekend?, 2.4 Worksheet – A bad handout, 2.5 Sample – A good handout |
| STAGE 1 | What does your letter say? – Warmer |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Identifying arguments in a letter |
| ORGANISATION | Group work |
| AIDS AND MATERIALS | The letters Ls wrote as homework |

TEACHER'S ACTIVITIES

1. Collect the letters according to topic, then number Ls from 1 to 4, thus assigning them to new groups. Give each group the letters connected to one of the topics and ask them to find arguments in the letters: reasons for taking up that particular hobby.
2. Ask one of the groups to list the arguments they have found in the letters. If they only give you the reasons (e.g. “You’ll be healthy if you do some sport”) ask them how it was introduced in the letter, and put the introductory phrases on **one side** of the board (e.g. “I believe”, “We all know”, “You mustn’t forget”). Make sure you have some examples from all the groups.

VARIATION – SEE STAGE 2

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| AIDS AND MATERIALS | see Stage 2 |
| DESCRIPTION | see Stage 2 |

LEARNERS' ACTIVITIES

1. It might happen that someone wrote about music and they get into the music group; still, some degree of blending is guaranteed.
2. Ls enumerate the arguments they have found. If there was no introductory phrase in the letter, make them provide one based on the examples on the board: tell them these are very important because this is where you can catch your listener’s attention.

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| STAGE 2 | The point is that... – The language of arguing |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Presenting an argument Refuting a counter-argument |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 2.2 Worksheet – Giving reasons |

TEACHER'S ACTIVITIES

1. Draw a line in the middle of the board, separating the expressions you have already put there and the empty space. Tell Ls you are going to have a close look at the expressions you can use to present an argument. Ask them to look at the board and try to think of phrases similar to the ones already there. Put these in the same part of the board (this part is for presenting arguments, while the other one will contain ways to refute a counter-argument). You don't need all 18 expressions: Ls are going to get the 2.2 Worksheet with them in a few minutes.

LEARNERS' ACTIVITIES

1. This is the list of the expressions for presenting an argument:

And another thing, ...
 As a consequence/As a result, ...
 Consequently, ...
 In addition, ...
 In the first place, ...
 It follows logically that ...
 It is also important that ...
 It seems, therefore ...
 On the whole...
 Remember to take into account that ...
 That is, ...
 The important point for us here is that...
 The point is that ...
 The trouble is that ...
 This shows that ...
 We must conclude that ...
 You know, in a way it's a bit like ...
 You see the thing is that ...

TEACHER'S ACTIVITIES

2. Now ask Ls what they would say if someone said, “OK, sport is healthy, but it can also be dangerous”, that is, how they would react to a statement that does not support their argument. Tell them we call such a statement a counter-argument and it's very important that one should be prepared to refute such arguments if one wants to be convincing. Elicit some examples and put these on the other side of the board.
3. When you've made sure that Ls understand what counter-arguments are and how they can refute them, distribute the 2.2 Worksheet with all these expressions on it and ask Ls to read it through. Ask whether they have questions, then check if they understand the longer, more complicated phrases as well.

LEARNERS' ACTIVITIES

2. The expressions for refuting an argument:
 - But the point is that...
 - But then again...
 - Come off it, now, that really doesn't matter.
 - Hmm, you may have a point there.
 - I can see that, but I still don't think ...
 - Nonsense.
 - Oh yes, but look how easy it is to...
 - On the other hand,
 - Possibly, but it is not as simple as that.
 - There's another way of looking at this problem...
 - These arguments are completely beside the point.
 - This is OK but what about...
 - Well, that's only half of the story.
3. Ls familiarize themselves with the language box, asking questions about phrases they do not fully understand. You might ask them to pick a favourite one or to say which one they wouldn't like to use for some reason, so that Ls can relate to these phrases personally.

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| STAGE 3 | What to do at the weekend?... – Role play |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Persuading somebody to do as you suggest Reacting to counter-arguments orally |
| ORGANISATION | Pair work |
| AIDS AND MATERIALS | 2.3 Role cards – What to do at the weekend? |

TEACHER'S ACTIVITIES

1. Tell Ls they have a wonderful opportunity now to put these arguments into practical use as they will have to persuade their partner to accept their proposal about what to do at the weekend. Give out the 2.3 Role cards (the cards in the same line should go to one pair) and monitor the activity.

When most pairs are finished, ask Ls to recollect their partner's most convincing arguments and share them with the class, putting before it an appropriate expression from the box.

VARIATION FOR MORE PROFICIENT SPEAKERS

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| AIDS AND MATERIALS | 2.3 Role cards – What to do at the weekend? |
| DESCRIPTION | If your Ls have more practice in speaking and are more fluent, have two rounds of role-play: tell them they will each have 4 minutes to persuade their partner and ask for some feedback when both rounds are finished. (You don't have to make more copies of you ask Ls to exchange their role cards with another pair after the first round.) |

LEARNERS' ACTIVITIES

1. Ls might find it difficult at first to incorporate the expressions into their conversation. A useful method is to listen for arguments that are not at all or poorly introduced ("yes, but") and then ask the pair how they could put it in a more convincing way ("well, I believe that's only half of the story").

STAGE 4 That's too bad! – Analysing the strengths and weaknesses of a handout

TIME 12 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Reading a fragment and summarizing it orally
Evaluating a handout in terms of content and form

ORGANISATION Pair work

AIDS AND MATERIALS 2.4 Worksheet – A bad handout

TEACHER'S ACTIVITIES

1. Tell your Ls that having become such experts in persuasion, they should turn their attention to the handout, which is the secret of an effective presentation. Remind them you'll have to set the criteria for a good handout together, but as it is difficult without ever having seen a handout, you've brought one for them: one written by somebody else, one they can freely criticize.
2. Distribute the 2.4 Worksheet (the two halves should go to the two members of a pair) and ask Ls to read their own 2-3 times and then tell their partner what's on it, before moving on to HOW it is presented.
3. When Ls are finished, ask them to collect things they like and dislike about the handout, concentrating on both the organisation and the form; then pool the ideas together, adding some of your own if necessary.

LEARNERS' ACTIVITIES

1. Ls at this age usually enjoy both the opportunity to critically evaluate somebody else's work as well as the responsibility arising from the task of setting criteria (criteria which are going to serve as the basis for the teacher's assessment of their achievement!). However, you can encounter some reluctance on the part of some Ls who have much more experience with traditional teaching methods: try to create mixed pairs when such Ls work with more critically-minded and independent Ls.
2. Ls read the handout and try to tell their partner what it says – as the information is organised in a chaotic and incoherent manner, this will not be easy; but exaggerating the possible weaknesses of handouts is part of raising Ls' awareness about the difficulty of putting together a good handout.
3. Ls might disagree at this point, but these differences will probably die away once you distribute the sample and they see what the changes mean.

VARIATION – FOR LS WHO HAVE HAD LITTLE EXPERIENCE WITH HANDOUTS

AIDS AND MATERIALS 2.4 Worksheet – A bad handout

DESCRIPTION If you wish, you might skip the jigsaw reading part. In this case, photocopy one page for each L and ask them to start with collecting things they like and dislike about the handout. Allow more time for frontal feedback and be more ready to supply your own ideas or at least steer them in a certain direction.

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| STAGE 5 | Setting homework |
| TIME | 3 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Listening to instructions Producing a piece of writing based on a sample |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 2.5 Sample – A good handout |

TEACHER'S ACTIVITIES

1. Tell Ls their homework is going to be to prepare a good handout and distribute the 2.5 Sample, which is a much better organized and nicer handout about the same topic, i.e. BASE jumping. Remind Ls of which group they were in at the beginning of the lesson in 2.1 and ask them to choose a famous person in the given field (music, sport, theatre) or some topic connected to computers (for the computer group) and put together a handout about that.

LEARNERS' ACTIVITIES

1. Writing about the life of famous people is typically the kind of activity that you cannot set as homework in this age of Internet as Ls most of the time download something, but this is no problem here: it only helps them if they find some texts about these topics on the Net or in lexicons which then they can turn into handouts. Some links that might help:
www.celebstation.org
www.celebritywonder.com
movies.go.com/archive/celebrities
www.britannica.com
www.wikipedia.org

LESSON 3: GETTING THERE: TIPS FOR GOOD HANDOUTS

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| AIMS OF THE LESSON | <ul style="list-style-type: none">■ Setting the criteria of a good handout■ Listening to informal argumentative presentations■ Practicing arguing orally |
| MATERIALS AND RESOURCES | 3.2 Checklist – A good handout (for the teacher), 3.2 Poster – A good handout, Blu-Tack, 3.3 Worksheet – Our Film Club, 3.3 Tapescript – Our Film Club (for the teacher), Tape Recorder |
| STAGE 1 | Show me your handout! – Warmer |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Reading and evaluating peer homework |
| ORGANISATION | Group work |
| AIDS AND MATERIALS | Ls' homework |

TEACHER'S ACTIVITIES

1. This warmer is very similar to the warmer in lesson 2. Collect the handouts and arrange them according to topic, then put Ls into four groups based on the first letter of their surname (or anything else) and redistribute the handouts, asking Ls to list things they like about them and things that could be improved.

LEARNERS' ACTIVITIES

1. Ls still seem to have problems praising each other's work so emphasize that you're mainly expecting positive remarks.

STAGE 2 Our handout checklist – Setting criteria**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Defining the DOs and DON'Ts of preparing a handout
Wording your comments as instructions**ORGANISATION** Whole class**AIDS AND MATERIALS** 3.2 Checklist – A good handout (for the teacher), 3.2 Poster – A good handout, Blu-Tack**TEACHER'S ACTIVITIES**

1. Ask each group to tell you 2 or 3 things they liked about their handouts and put the key words on one side of the board (e.g. clarity, image, numbers). Then tell Ls to list things that should be avoided when preparing a handout and put the key words of these on the other half of the board (e.g. small, full sentences, chaos).
2. Put the 3.2 Poster on the board or on the wall and ask Ls to have a look at it and add anything important that's missing from it: encourage them to come to the front and actually write these things on the poster.

LEARNERS' ACTIVITIES

1. Ls are likely to have more or less the same ideas as the ones on the 3.2 Checklist, but do guide them towards these as well if necessary so that there's not too much new info on the poster when you put it up.
2. Point out that this is going to form the basis of the evaluation of handouts so you shouldn't move on until the checklist is acceptable for everyone.

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| STAGE 3 | Which film to watch? – Listening comprehension |
| TIME | 20 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Listening to mini-presentations in informal English |
| ORGANISATION | Individual work, pair work |
| AIDS AND MATERIALS | 3.3 Tapescript – Our Film Club (for the teacher), Tape Recorder, 3.3 Worksheet – Our Film Club |

TEACHER'S ACTIVITIES

1. Ask Ls to brainstorm candidates for a very easy DO/DON'T topic: films to watch and films not to watch, but considering the taste of the whole class and not only that of their closest friends. After half minute, start collecting titles of films and elicit some reaction for each title from other Ls.
2. The scene of the recording is almost the same: two students are giving a mini-presentation about a film they'd like the class to watch at their next film club event. When you play the tape for the first time, tell Ls to listen for the titles of the films and decide which one they'd prefer watching and why.
3. Distribute the 3.3. Worksheet and ask Ls to have a look at the arguments in Ex. I to make sure they know all the words; they will have to match the arguments with the speaker while you play the tape for the second time. Check answers as a class.

LEARNERS' ACTIVITIES

1. Hopefully Ls will start coming up with arguments in favour of their suggestions without your telling them to. Don't worry if this happens in Hungarian, but point out that apparently Ls have not yet fully mastered this function of arguing in English, so they could learn from some people who have, thus introducing the listening task.
2. The titles are: *The Hero* and *Big Blue*. (Don't spend more than 2-3 minutes with their preferences here: if they are really interested, they might continue the debate after class, which is always a welcome option.)
3. KEY:
 - 1 – J
 - 2 – E
 - 3 – E
 - 4 – E
 - 5 – J
 - 6 – J
 - 7 – J
 - 8 – E
 - 9 – J
 - 10 – E

TEACHER'S ACTIVITIES

4. Tell Ls to look at some of the actual arguments quoted in Ex. II and try to fill in the gaps. (If you have the time, you can ask them to compare answers in pairs.) Play the tape for the third and last time, then check answers.

LEARNERS' ACTIVITIES

4. KEY:
 - a – recommend
 - b – into, account
 - c – follows
 - d – way
 - e – another
 - f – the, hand
 - g – point
 - h – as, as, that
 - i – trouble
 - j – beside
 - k – whole

STAGE 4 We're all different... – Matching hobbies and personalities

TIME 8 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Appreciating individual differences
Arguing for a certain choice

ORGANISATION Pair Work

AIDS AND MATERIALS 3.3 Worksheet – Our Film Club

TEACHER'S ACTIVITIES

1. Remind Ls that it's impossible to persuade everyone about your ideas and they must never forget about individual differences. Although they're going to campaign for some kind of hobby, there might be people for whom that particular hobby just isn't right. To demonstrate they understand this, ask them to have a look at Ex. III on the handout and discuss what kind of hobby would be ideal for each person. Encourage them to present their arguments in a convincing way.

If the discussions seem to stop, ask Ls which hobby they have decided on and why.

LEARNERS' ACTIVITIES

1. Ls should understand that a) there's not going to be a winner at the last lesson and b) it doesn't matter if they are in the music group and don't really like music. Emphasize that your most important aim is to teach them the skill of arguing for something, and the best way to learn this is to try and argue for something that you don't agree with completely: putting yourself in someone else's shoes help you look at the problem from his or her perspective; and thus you will be better able to react to counter-arguments.

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| STAGE 5 | Trivia time! – Setting homework |
| TIME | 2 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Doing mini-research about a topic Formulating questions about pieces of information |
| ORGANISATION | Whole class |

TEACHER'S ACTIVITIES

1. Put your Ls into groups of 4 based on their birthday (or anything else). (With a very good group, or if you like challenges, ask Ls to form groups of 4 with people they have not worked together with in this module.) Assign them one of the 4 topics (music, computers, sports, theatre) and ask them to find 2 interesting pieces of information, data etc. connected to their topic and write a quiz question about each of them.

Ask Ls to bring the 2.5 Sample with them for lesson 4 so that they can consult it when putting together their final handout.

LEARNERS' ACTIVITIES

1. Ls should not share their HW with the whole class this time before class, as they often do with interesting assignments, because they'll spoil the fun that way.

LESSON 4: IT'S YOUR TURN NOW!

AIMS OF THE LESSON

- Revising what makes a good handout
- Understanding and following instructions
- Preparing a handout for an argumentative presentation

MATERIALS AND RESOURCES

3.2 Poster – A good handout, Blu-Tack, 4.1 Slips – Checklist, 4.2 Worksheet – Can you do that?, 2.5 Sample – A good handout

STAGE 1 DOs and DON'Ts... – Revising the checklist

TIME 7 mins

SKILLS AND COMPETENCIES IN FOCUS

Revising material discussed earlier
Distinguishing DOs and DON'Ts

ORGANISATION

Whole class

AIDS AND MATERIALS

3.2 Poster – A good handout, Blu-Tack, 4.1 Slips – Checklist

TEACHER'S ACTIVITIES

1. Before the lesson, cover all the DOs and DON'Ts of the 3.2 poster with some white slips and write a key word (preferably with a pencil) on each slip so that you know what's under it. Put the poster on the wall and give out the 4.1 Slips, asking Ls to decide whether they have a DO or a DON'T.

Ask Ls to read what their slip says and tell the others to nod if it's a DO and shake their head if it's a DON'T. After each turn, take off the relevant white slip from the poster so that Ls who are not very good at listening can see the checklist again. During the whole activity, nobody is supposed to speak apart from the person who is reading, making this warmer a good way of quieting down a noisy class, especially if you try to maintain eye contact with most Ls while checking their reaction.

LEARNERS' ACTIVITIES

1. There are 10 slips, so you can either keep two for yourself to illustrate the activity or give some Ls two slips or give a separate slip for people who don't enjoy working in pairs. Alternatively, if your Ls had some additional DOs and DON'Ts in lesson 3, you could prepare a slip about these and thus end up with 14-16 slips.

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| STAGE 2 | Can you do that? – Imperative Race |
| TIME | 8 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Reading and acting upon instructions |
| ORGANISATION | Group work |
| AIDS AND MATERIALS | 4.2 Worksheet – Can you do that? |

TEACHER'S ACTIVITIES

1. Remind Ls that they will have to include some practical advice about their free time activity in the handout and ask what grammar they need to give advice, eliciting “imperative”. Tell them this is a very simple area, so all you need is some quick revision in the form of an imperative race. Assign Ls to groups of 4 based on the seating arrangement and tell them they will have 7 minutes to complete the tasks – the winner is going to be the group who finishes first.

VARIATION DESIGN YOUR OWN IMPERATIVE RACE

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| AIDS AND MATERIALS | A worksheet similar to 4.2, but designed by you |
| DESCRIPTION | If you know your Ls well and you have some nice common experiences to look back on, prepare your own imperative quiz, where you can give personalized instructions related to some funny stories from previous lessons, special phrases only you and your group understand etc. e.g. instead of sending them for chalk, you might want to send them to the staff room to get various things from your desk or to say hello to the caretaker (you can check this after class, but you’ll have to talk to him/her before the lesson so that he/she writes down who visited him) etc. This involves some extra work but is much more fun and shows Ls you take a deep interest in them, which they always appreciate. |

LEARNERS' ACTIVITIES

1. Each L is going to find some task s/he can perform and the groups of 4 ensure that not even the singing will cause problems: this is especially funny if the groups realise it’s less embarrassing if they all do it at the same time.

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| STAGE 3 | Let's see those handouts! |
| TIME | 30 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Putting together a handout for an argumentative presentation Sharing tasks and cooperating |
| ORGANISATION | Group work |
| AIDS AND MATERIALS | 2.5 Sample – A good handout |

TEACHER'S ACTIVITIES

1. Arrange Ls in the final groups of four (based on stage 5 in lesson 3) and ask them to take out the 2.5 Sample handout as well as the interesting data etc. and the questions about them that they have collected as homework. Tell them they'll have 30 minutes to prepare the handout, based on which they will give their presentation at the conference which is organized for young educators and free time organizers and aims to help these people in choosing the right free time activity for children and teenagers. Ls will have four minutes to do their presentations. Encourage Ls to make use of all the material you have worked with in the module. Circulate and help where you're needed.
2. If you feel that Ls do not get enough help at this point, remember that they have already practiced each of the components of the handout; the ir work has been evaluated, the criteria have been set, and now it is their turn to show you how much they have acquired from all that you have discussed. 30 minutes should be enough but it shouldn't be too long; if, however, a group seems to finish earlier, send them out to the corridor (or go out with them yourself) so that they can practice the presentation part.
3. At the end of the lesson, ask Ls to arrange the seats for next class as if you had a conference: they should put the desks next to the walls and arrange the chairs in a semi-circle around a stage-like space. Strictly speaking, this is not absolutely necessary, but a different seating arrangement always means excitement and it will make Ls feel even more special. Last but not least, ask each L to bring a safety pin as there are no conferences without name tags.

LEARNERS' ACTIVITIES

1. Ls put together their handout, which should contain: (1) some general reasons for choosing the given leisure activity, (2) some special forms or types Ls advocate and (3) some practical advice to the newcomer. In addition to this, they should include the trivia info in the handout, i.e. make it an organic part of it. It might also prove a good idea to spice up the handout with some illustration as in the sample.

It is important for Ls to know that not everybody will have to speak on lesson 5, but make sure these Ls help more in the preparation of the handout.

TEACHER'S ACTIVITIES

Before the next lesson you might want to put some additional information or illustration on the 5.1 Name tags, such as the date and the name of your school; or maybe some mini-logo or symbol that's connected to your school or your class or yourself – the more personal the better!

LEARNERS' ACTIVITIES

LESSON 5: OUR LEISURE CONFERENCE

AIMS OF THE LESSON

- Giving a presentation using a handout
- Finding answers to questions on a handout
- Self- and peer-evaluation

MATERIALS AND RESOURCES

5.1 Name tags, safety pins, 5.2 Evaluation sheet

STAGE 1

Breaking the ice... – Warmer

TIME

5 mins

SKILLS AND COMPETENCIES IN FOCUS

Introductions
Practicing small talk

ORGANISATION

Mingle

AIDS AND MATERIALS

5.1 Name tags, safety pins

TEACHER'S ACTIVITIES

1. Spread out the nametags on your desk (or an available desk near the door) as if you were the registration desk and ask Ls to take one, write their name on it and put it on using the safety pin they brought. Then ask them to pretend they have never met the members of the other group and to start introducing themselves and their topic, as befits a proper conference. (If you like, prepare a name tag for yourself that says “moderator” or “chair” and take part in the mingling.)

LEARNERS' ACTIVITIES

1. Ls will probably feel less tense after this activity as the happy excitement of their new role usually overcomes their nervousness about the presentation.

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| STAGE 2 | Conference time! – Presentations |
| TIME | 32 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Listening to and evaluating peers Finding answers to questions on a handout |
| ORGANISATION | Group work |
| AIDS AND MATERIALS | 5.2 Evaluation sheet |

TEACHER'S ACTIVITIES

1. As the chair, tell Ls to sit down and inform them about the agenda and the structure of each presentation. Each group will have 8 minutes: first they should read the four questions about the trivia they have prepared (1 min), then distribute the handouts and give the presentation in 4 minutes; and finally there will be 3 minutes for questions and comments. Emphasize that there are always questions at a proper conference after each presentation and demonstrate if necessary.

Be very strict about measuring time: it is a good idea to indicate when there's only one minute left so that Ls can *finish* their presentation and not just *stop* it.

When a presentation is over, elicit the correct answers to the questions and then concentrate on the positive remarks, occasionally bringing in things to be improved.

VARIATION FOR STUDENTS WHO ARE MORE PROFICIENT IN LISTENING

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| AIDS AND MATERIALS | 5.2 Evaluation sheet |
| DESCRIPTION | It might be an interesting idea not to give a handout to your more proficient Ls and let them just listen to the presentation. This, besides boosting self-confidence, allows you to discuss the role of handouts in general and whether there are any advantages for distributing the handout <i>after</i> the presentation and not <i>before</i> it (such as ensuring more focused attention, making sure your audience doesn't run forward or goes back in the text etc.). Another option might be not to give a handout to group 1 during the first presentation, group 2 during the second one etc. and after each presentation, compare the impressions of these groups with those who did have the handout. |

LEARNERS' ACTIVITIES

1. It is important that Ls clearly understand the different sections of the 5.2 Evaluation sheet so distribute these before the first presentation and tell Ls to ask if they have a problem. There are four times two lines because Ls are expected to evaluate their own work as well. The evaluation sheets should be filled in individually while Ls are listening to the presentations.

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| STAGE 3 | The End – Evaluation |
| TIME | 8 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Making positive remarks about peers orally Evaluating self and others in the class |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 5.2 Evaluation sheet |

TEACHER'S ACTIVITIES

1. Ask Ls to fill in the last section of the evaluation sheet about their own presentation and handout and to choose one thing they're proud of and something they could do better next time. Allow a few minutes for this, then listen to the results of their reflection. End the lesson and the whole module on a high tone: add something positive yourself after the self-assessment of each group.

LEARNERS' ACTIVITIES

1. Ls, especially, with little practice in self-evaluation, tend to be either too critical of themselves or biased about their own work. Your positive comments are going to help in the first case; and if you think your Ls are over-confident, come back to the evaluation sheets next time. Giving them objective, preferably written feedback about how their peers viewed their achievement usually encourages them to be less partial toward their own work next time.

